



*Which way? Whose way?*

# Reconciling the Conflicting Agendas in the Second Language Classroom

I need this, I'm doing that, I  
should be doing something  
else...



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# What's Wrong?

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- ❖ Why are students often unmotivated in class?
- ❖ Why is lesson planning so tiresome at times?
- ❖ Why do lesson plans tend to fail?
- ❖ Why are teachers so stressed and weary?
- ❖ Why isn't there much rigor in the teacher-hiring process?
- ❖ Why can't we share our views with colleagues and, especially, with administrators?
- ❖ How can we counter the negative effects of tests?



Se eu fizer os exames vestibulares, não passarei.  
E se o novo reitor da UNICAMP fizer os vestibulares, não  
passará.  
Se o Ministro da Educação fizer os vestibulares, não passará.  
Se os professores das universidades fizerem  
os vestibulares, não passarão.  
Se os professores dos cursinhos que preparam os alunos  
para passar nos vestibulares fizerem os vestibulares, não  
passarão (cada professor só passará na disciplina em que é  
especialista...).

Se aqueles que preparam as questões para os vestibulares  
fizerem os vestibulares, não passarão.

Então me digam, por favor: por que é que os jovens  
adolescentes têm de passar no vestibular?

Os vestibulares são um desperdício de tempo, de dinheiro,  
de vida e de inteligência.

Passados os exames, a memória (inteligente) se encarrega  
de esquecer tudo

A memória não carrega peso inútil.

Rubem Alves





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# There are conflicting agendas

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## — Agendas —

Student

Teacher

School

## — Internal Conflicts —

Learner vs. Client

Teaching vs. Learning

Education vs. Business

How do you think these  
conflicts might take shape in  
your teaching context?



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# Student's Agenda

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## — Learner —

- ❖ Socialize thru L1
- ❖ Little accountability
- ❖ Easy and fun tasks
- ❖ Test-oriented
- ❖ Avoid the book
- ❖ Reluctant to talk (L2)

## — Client —

- ❖ English-only
- ❖ Structure and Rigor
- ❖ Teacher-led classes
- ❖ Certificate-oriented
- ❖ Use the book
- ❖ Conversation



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# Teacher's Agenda

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## — Learning —

- ❖ Learning is holistic
- ❖ Fluency, then Accuracy
- ❖ Repeat earlier lessons
- ❖ Real-life use
- ❖ Individual goals

## — Teaching —

- ❖ The linear coursebook
- ❖ Error correction
- ❖ Stay on schedule
- ❖ Teach to tests
- ❖ Course outcomes



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# School's Agenda

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## — Education —

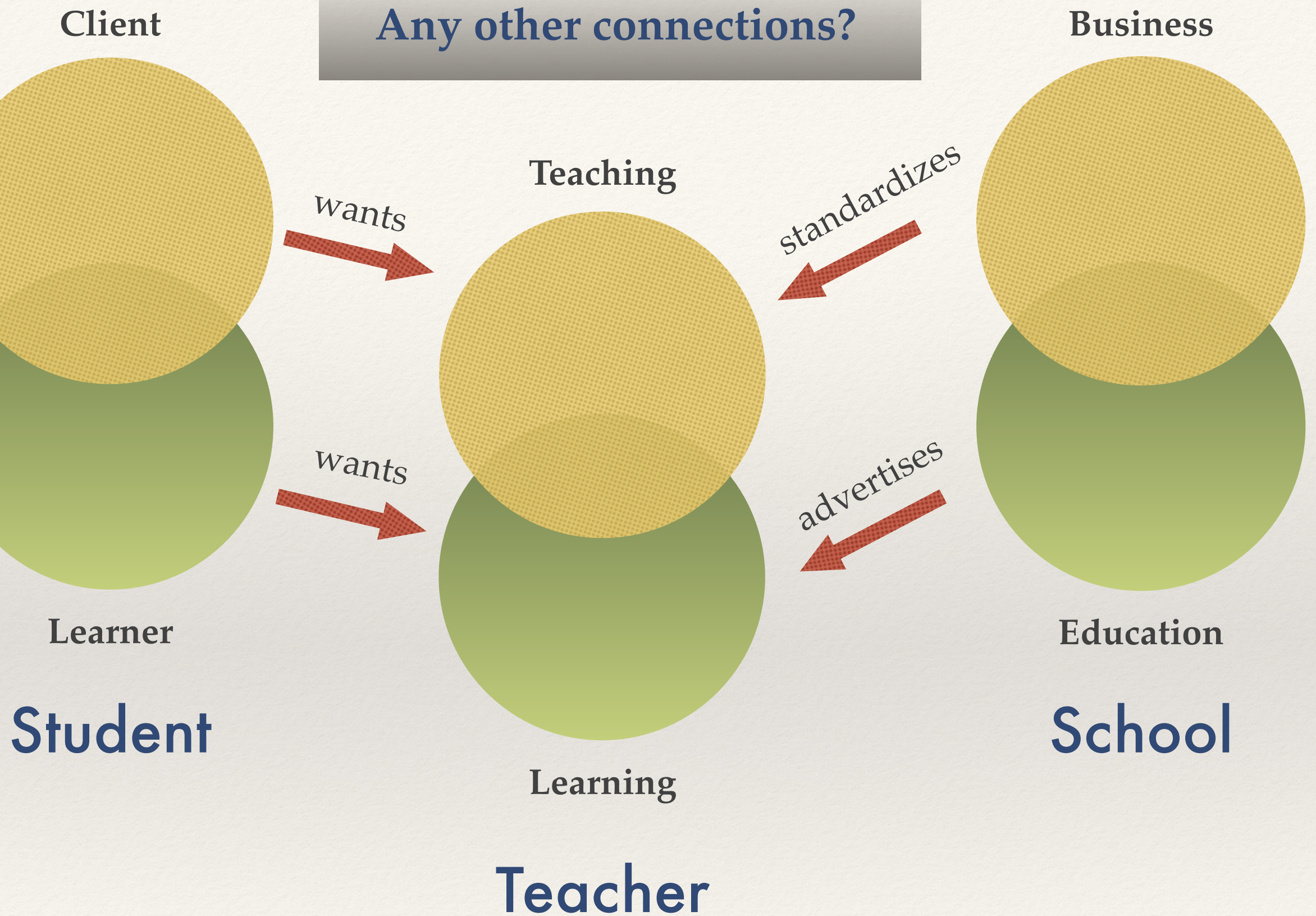
- ❖ Serve the learner
- ❖ Accountability
- ❖ Teacher autonomy
- ❖ Supplies and materials

## — Business—

- ❖ Serve the client
- ❖ Client retention
- ❖ Standardization
- ❖ Reduce costs



Any other connections?





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# What's behind all this?

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- ❖ English is power
- ❖ ELT is a highly profitable business
- ❖ The infallible method fallacy!
- ❖ Immediate results
- ❖ Product-oriented vs. Process-oriented

**How do you think these could relate  
to the conflicting agendas?**



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# How would you reconcile these?

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## — CTB —

- ❖ English-only policy
- ❖ Teach to tests
- ❖ Tight schedule
- ❖ Grade yardstick

## — LLE —

- ❖ Honor L1's place
- ❖ Teach to real-life
- ❖ Repeat earlier lessons
- ❖ Individual goals



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# What would I do now?

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## — CTB Issues —

- ❖ Pass tests
- ❖ L1 Interaction
- ❖ Homework
- ❖ Linear syllabus
- ❖ Grade yardstick

## — Reconciling —

- ❖ Learning strategies
- ❖ Coffee-break
- ❖ Alternatives
- ❖ Anticipate content
- ❖ Customized threads



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# How about you?

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- ❖ **What are some of the CTB vs. LLE conflicts you find in your own teaching context?**



**Post it!**